



IMPACT OF VISUAL PROMPTING TECHNIQUE ON IMPARTING KNOWLEDGE ON TYPE OF TOUCHES AMONG FEMALES WITH MILD INTELLECTUAL DISABILITY

Dr. R. Jamuna¹ | Dr. Sambath Rani²

¹ Assistant Professor, Indra Gandhi College of Special Education, Kanuvai, Coimbatore-11.

² Assistant Professor, Department of Special Education, Avinashilingam Institute for Homescience and Higher Education for Women, Coimbatore -43.

ABSTRACT

This study was conducted to see the impact of visual prompting technique when used as an antecedent in imparting knowledge on type of touches (good and bad touch) among 30 mild intellectually disabled females. The participants were given intervention on type of touches. Quasi experimental design was used. The result can be interpreted to conclude that the visual prompting technique was more effective in imparting knowledge on type of touches among females with mild intellectual disability.

KEY WORDS: Intellectual Disability, Type of Touches, Prompting Techniques, Knowledge.

INTRODUCTION

Any woman despite having the advantages of age, race, customs, edification, cultural identity, socio - financial status, livelihood, religious conviction, sexual point of reference, physical or mental abilities or traits may experience abuse. Irrespective of age, a woman may constantly be at risk of abuse. A woman may be at risk of abuse at almost any position in her life - from infancy to old age. The panic of violence and witness restricts a woman's structure, prevents her mobility and her capacity to work and participate in social activities. Hundreds and thousands of incidents of physical and sexual abuse and ethnically reasonable violence happens every day to women in this country.

With alarming increase in sexual abuse incidents among the intellectually disabled females it is time to impart knowledge on the difference between a good and bad touch is essential. The intellectually disabled females have problem in differentiating the type of touches and communication or they may not know to whom they have to report or what they have to do when they meet with abusive situation. They have to taught that if something is happening that makes them feel uncomfortable, they must report to somebody they trust.

OBJECTIVES

- To study the impact of Visual Prompting Technique in imparting the knowledge on Type of Touches
- To find out the acquisition of knowledge on Type of Touches among females with mild intellectual Disability.

CONTENT FOR TYPE OF TOUCHES

- Parts of the body with their correct biological name
- Private and public parts
- Feelings
- Emotions
- Warning signs
- Rights (no, go, tell strategy)
- Reporting
- Difference between good touch and bad touch

VISUAL PROMPTING TECHNIQUES

Visual prompting technique involves the learner watching each step or task in the chain and performing the step before advancing to the next task in a chain (Sigafoos et al., 2007). Individuals with intellectual disability benefit more than the other methods. It is a process that one concept or an activity is break down in to small steps. Each concept or activity is introduced one step at a time (i.e) through videos first followed by picture booklet depicting the same concepts of good touch and bad touch. This visual prompting technique helps in avoiding the overwhelming among the intellectually disabled females. Once they mastered in one area the next will be introduced with steps. This is a continuous step wise teaching and learning system.

METHODOLOGY

Quasi experimental method was used (i.e) single group pre and post test method. 30 mild intellectually disabled females from the age group of 14 -25 years were participated. The knowledge on type of touches (good and bad touch) was imparted through visual prompting technique for a period of three months and follow up was also done after three months. First video clips were displayed by

explaining basic concepts such as parts of the body, emotions, feelings, private and public parts, rights and the difference between good touch and bad touch in hierarchical manner is with audio explanations followed by picture booklet with the same concepts and procedure. Data were collected by creating "what if situation", (i.e) by creating a situation of touching and observing how they are differentiating the good and bad touch and react to it.

RESULTS AND DISCUSSION

Analysis of mean scores of knowledge on type of touches

The scores of knowledge on type of touches for females with mild intellectual disability were assessed initially as well as after the intervention through visual prompting technique for a period of three months. Pre test and post test scores were analyzed and the results have been given in table

Mean and S.D's of pre and post test scores of knowledge on type of touches

Area	No	Df	Testing	Mean	S.D	t Value
Touches	30	29	Pre Test	1.40	0.97	8.34**
			Post Test	5.03	2.4	

**Significant at 1% level

From the above table it is evident that the 't' value is 8.34 for the knowledge on touches for females with mild intellectual disability, which is statistically significant 0.01 level. Therefore the null hypothesis stated as "there is no significant difference in the mean scores of knowledge on good and bad touch before and after intervention" is rejected. which shows that there is an improvement in the knowledge on good and bad touch. Hence it is inferred that visual prompting techniques promoted the knowledge on good and bad touch.

CONCLUSION

The basic concepts were considered important before introducing the main concept of type of touches, because effectiveness of the intervention is directly related to the quality and content of the selected areas and the techniques used. Visual prompting techniques appear to be more effective in imparting knowledge on type of touches among females with mild intellectual disability.

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